

Activity I: Thinking Globally – A District-Level Comparison

To participate in this activity, please access the results of the 2014 NC TWC Survey online at www.ncteachingconditions.org.

The table on the next page contains one question from each of the **eight** different **constructs** of the NC TWC Survey which **best represent the findings in that overall construct**. Analyses conducted over previous iterations of the survey indicate **that teacher response rates to these particular questions can be a good starting point in discussions**. They tend to be **predictive of teacher response rates in other questions with the construct**.

In this exercise, you will compare your district's survey results on these eight questions to the state average and one or two other districts of your choice. The purpose of this comparison with other districts is not for accountability purposes, but to help give better context and bring better understanding to your interpretation of your data results. As you reflect on which districts to include in your comparison process, you may want to consider districts that are similar in size, serve similar communities, are in close proximity with each other, or serve similar student populations.

1. To the right of the cell that reads 'Insert District Names Here,' place the name of your district and the one or two other districts you are interested in comparing your results within this exercise.
2. To access results from the website, click the button labeled "Survey Results" at the top of the main page.
3. Locate your district's name in the list and click on the summary results icon to the right of the name.
4. Find the percent agreement, educators who responded either 'agree' or 'strongly agree', to the questions listed in the table under the 'district' column and write them in the corresponding boxes in the table. This view should also provide you the state level results which can be written into the state column boxes.
5. Repeat steps 2, 3 and 4 for the other districts you are interested in comparing and place their percent agree results in their corresponding boxes.

The Eight Working Conditions Constructs

Time—Available time to plan, collaborate and provide instruction and eliminating barriers to maximize instructional time during the school day.

Facilities and Resources—Availability of in instructional, technology, office, communication, and school resources to teachers.

Community Support and Involvement—Community and parent/guardian communication and influence in the school.

Managing Student Conduct—Policies and practices to address student conduct issues and ensure a safe school environment.


Teacher Leadership—Teacher involvement in decisions that impact classroom and school practices.

School Leadership—The ability of school leadership to create trusting, supportive environments and address teacher concerns.

Professional Development—Availability and quality of learning opportunities for educators to enhance their teaching.

Instructional Practices and Support—Data and support available to teachers to improve instruction and student learning.

Activity I: District Level Comparison

Survey Questions (One question from each of the eight different constructs of the NC TWC Survey which strongly represent the findings in that overall construct.)	Percent Agreement*			
	Your District	LEA of Interest	LEA of Interest	State
Insert District Names Here 				NC
TIME: [Q2.1(d)] The non-instructional time provided for teachers in my school is sufficient.				62.8
FACILITIES AND RESOURCES: [Q3.1(a)] Teachers have sufficient access to appropriate instructional materials.				73.6
COMMUNITY SUPPORT AND INVOLVEMENT: [Q4.1(a)] Parents/guardians are influential decision makers in this school.				72.6
MANAGING STUDENT CONDUCT: [Q5.1(d)] School administrators consistently enforce rules for student conduct.				72.2
TEACHER LEADERSHIP: [Q6.1(e)] The faculty has an effective process for making group decisions to solve problems.				77.4
SCHOOL LEADERSHIP: [Q7.1(b)] There is an atmosphere of trust and mutual respect in this school.				73.1
PROFESSIONAL DEVELOPMENT: [Q8.1(m)] Professional development enhances teachers' abilities to improve student learning.				86.2
INSTRUCTIONAL PRACTICES AND SUPPORT: [Q9.1(e)] Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				91.2

*The percentage of educators who responded either 'agree' or 'strongly agree' to these questions

Activity I: District Level Comparison Reflection Prompts (Modified)

Compare your district results to the state.

In which constructs is your district above the state average? What policies or supports systems exist in your district that may be contributing to being above the state average in each construct?

In which constructs is your district below the state average? What might be some explanations that would account for your district being lower than the state average in these constructs?

Before you begin comparing your district results to the two districts you selected for comparison, discuss the reasons you selected these two districts as being relevant to your district.

Compare your district results to each LEA of interest:

In which constructs were your results similar? In which areas were they different? What policies, practices and supports are in place in your district that may explain disparities (i.e. additional resources from grants, corporate partners, amount of community involvement and support, recent focus on targeted professional development, etc.)

Activity II: Collaborative Analysis Reflection Prompts

Use results from the “NC_TWC_2014_District_Summary_Results Collaborative Composite” – “Select Questions Percent” and “Select Questions Ranking” file to complete this activity.

Compare the Collaborative results to the state.

In which constructs is the Collaborative above the state average? What policies or supports systems exist that may be contributing to being above the state average in each construct?

In which constructs is the Collaborative below the state average? What might be some explanations that would account for being lower than the state average in these constructs?

Collaborative strengths and opportunities for improvement.

Identify strengths among the member districts in the constructs of the Collaborative composite results? What policies or supports systems exist that may be contributing to the strength?

Identify opportunities for improvement among the member districts in the constructs of the Collaborative composite results? How might we address these areas?